

Middle School Initiative

**PART I
COVER SHEET**

CAP 5 SEMESTER 2 WEEK 8

COURSE: Operations Officer Leadership Laboratory, Achievement 14

LESSON TITLE: Philosophy of Leadership - A Review

LENGTH OF LESSON: 50 Minutes

METHOD: Lecture - Discussion

REFERENCES: *Leadership: 2000 and Beyond*, Volume III, Chapter 13

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S): Transparencies

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to thoroughly understand the philosophy of leadership.

COGNITIVE SAMPLES OF BEHAVIOR: Upon completion of this lesson, each cadet will have reinforced his or her knowledge on the concepts of military leadership.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: Good afternoon and welcome to the philosophy of leadership.

MOTIVATION: *"We have tried to sum up the strength of our community in three short phases - integrity first, service before self, and excellence in all we do. These three short phrases are more than a motto. They define the very core of our existence and lay the foundation for all our future success."*

- F. Whitten Peters, Secretary of the Air Force
Bolling AFB, DC, 14 April 2000

OVERVIEW: The lesson of philosophy of leadership is essentially a review of past classes on military leadership. We look at the definition of military leadership, leadership roles, styles of leadership, some personality traits and close with some general principles of an effective leader.

TRANSITION: Shall we get started?

Body

MP 1 A Philosophy. Individual leadership abilities are influenced by your willingness to study, practice, and apply sound leadership techniques. That sentence, slightly rephrased, is the opening statement in Chapter 13 of your textbook. The second sentence goes on to say, "leadership is the art of influencing and directing people in a way that will win their obedience, respect, and loyal cooperation in achieving a common objective."

The US Army, in their manual on leadership, say just about the same thing, but with less words-- "Leadership is influencing people—by providing purpose, direction, and motivation--while operating to accomplish the mission and improving the organization." Six words less and essentially the same thing.

MP 2 Key Words. There are key words in each of these statements. Let's compare the two statements and see if we can find the similarities.

TRANSPARENCY LL14.1.1 - Leadership Similarities

This slide shows all those key words. Some of them relate directly to others and maybe others do not. Let's see what happens when the Army side is more clearly defined.

Influencing means getting people to do what you want them to do. No problem there. The definition is the same for both services.

When providing **direction**, you communicate the way you want the mission accomplished. Fairly equal on both sides of the chart. People want directions. They need challenging tasks, training in how to accomplish them and the resources necessary to do them. Now get out of their way so they can do it.

Purpose gives people a reason to do things. No direct correlation here that I can see. Wait! The word trust pops up in their definition. It is something that you must earn from your subordinates, equals, and superiors. It looks like "respect" might be the word in the other column that fits.

Motivation gives subordinates the will to do everything they can to accomplish a mission. They act on their own initiative.

Operating is the actions taken to influence others to accomplish operating actions. These are short-term actions taken to accomplish the mission.

The Army use of the word **mission** is synonymous (of like meaning) with the Air Force use of common objectives. Either term may be used as an alternate for the word **goal** in general usage. Each service has specific mission directives dedicated to achieving their ultimate goals.

Improving is where leaders strive to improve all of their resources—people (training), equipment and facilities (maintenance). Missions will come and go, so the constant state of improvement is always there.

MP 3 Leadership Roles. There are three roles that a CAP cadet or senior officer will fill. They are the leader, manager, and commander.

The leader influences and directs people towards the common objective or goal. This is done in such a way as to gain their trust and cooperation.

The manager is in charge of resources--people and things. The functions of the manager are planning, organizing, coordinating, directing, and controlling. Sounds like we've heard these words just recently, doesn't it?

The commander has legal authority to direct the unit and individual activities towards accomplishing the mission. One need not be a leader to be a commander, but it helps. A good commander leads his people through mutual understanding of the mission.

MP 4 Leadership Styles. Autocratic or authoritarian leadership requires immediate participation by the team. Time-essential and critical situations may require the use of this command style of leadership.

TRANSPARENCY LL14.1.2 - Leadership Styles

Democratic or participative leadership allows for all personnel to be part of the decision-making process. Use of this style of leadership requires extensive education and training for the onset.

Laissez-faire leadership is sort of a hands-off style. If everything is running smoothly, leave it alone. Intercede only when your people get off tract.

MP 5 Eight Leadership Personality Traits

TRANSPARENCY LL 14.1.3 - Personality Traits

Integrity of Character. One word sums up this trait, honor. Integrity of character makes you do the right thing, even if it is the more difficult thing to do.

Sense of Responsibility. The motivating force within you that causes you to recognize and do what must be done. Take on the assignment and go with it--pleasant or otherwise.

Professional Competence. You have the job. Do you know how to do it? As a "newby" in any job, you will need a period of time to become acquainted with its requirements. You have an obligation to your superiors and your subordinates to learn the job assignment, as quickly as possible, so that they do not lose faith in you. Learn your new job by talking to others and studying the appropriate directives.

Enthusiasm. An effective leader is energetic. No great leader is lazy or dull. You must have faith in yourself and in your objectives and take chances when you have to.

Emotional stability. You really must know your own emotions, otherwise you could make faulty decisions, treat your people improperly, and lose your leaders--those under you.

Empathy requires that you identify with others. Be aware of their individual needs, such as recognition, affection, adventure, and so on.

Tact. Here is where a lot of us get ourselves in trouble. Tact is the ability to say and do the right thing at the right time and considering their feelings, if what you say is possibly offensive. "Tis better to bite your tongue than lose face."

Self-confidence is the inner strength to overcome the obstacles of your job. You must believe in yourself and have strong determination to be an effective leader.

MP 6 Leadership Principles

TRANSPARENCY LL14.1.4 - Principles

Principles are the rules that tell you how to act. They are the guidelines that have withstood the test of time and appear to have guided the destiny of many great leaders. Each situation dictates how your leadership principles will be applied. Failure to apply them at all will certainly cause a

massive disruption in your mission. Analyze your situation periodically to learn how well you are applying what you have learned about leadership.

Know Your People. Learn all there is to know about them, as far as CAP is concerned. Help them in their progression and you help the unit. If your people know that you are concerned about them, they will have a better attitude towards the unit and its people.

Keep Your People Informed. Communication between you and your subordinates must be a two-way effort. This will improve teamwork, encourage initiative, and increase unit morale. Effectiveness is increased by good communication.

Set the Example. Cadets of all grades must set the proper example. As you move up in grade, it is inherent that you be proper in your appearance, conduct, punctuality, and mastering your emotions.

Be loyal to both your superiors and your subordinates.

Do not get involved in a clique. A clique is those people around you that you are close to personally, have worked with over a period of time, and whom you trust implicitly. Staying with this crowd does not allow for newer people to prove themselves, as they have been shut out of a conversation or activity because of this cliquishness. Give everyone a chance to progress equally.

Be Morally Courageous. Failure to stand by your principles where the welfare of the unit is concerned or attempt to avoid your responsibilities for unit mistakes could cause the loss of respect by your unit members for you.

Conclusion

SUMMARY: Our lesson today has broadened your knowledge on the philosophy of leadership by comparing between two leadership statements, defining three leadership roles of a CAP cadet or senior officer may have, discussing three leadership styles, outlining eight leadership personality traits, and generally reviewing leadership principles required of a good leader.

REMOTIVATION: *"Anyone can become angry--that is easy. But to be angry with the right person, at the right time, to the right degree, for the right purpose, and in the right way--that is not easy."*

- Aristotle

CLOSURE: Make sure that your chapter review exercise questions pertinent to this class are completed. Class is dismissed.

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was for each cadet to thoroughly understand the general philosophy of military leadership

LESSON QUESTIONS: None